NEBRASKA ADMINISTRATOR COMPETENCIES IN TECHNOLOGY

Guidelines from the
Nebraska Department of Education
Education Technology Center

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This document was created by a task force comprised of representatives from the Nebraska Department of Education, Nebraska Council of School Administrators, Higher Education, Superintendents, Principals, Nebraska Education Technology Association, Technology Coordinators, and Educational Service Units.

It is based on the National Collaborative for Technology Standards for School Administrators (TSSA). The TSSA document complements the work done by the International Society for Technology and Education (ISTE) in the NETS Projects, which produced educational technology standards for teachers and students.

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Available online at:
http://www.nde.state.ne.us/TECHCEN/downloads.html

Standard I - Leadership and Vision

Educational leaders inspire the development of a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Performance Indicators and Performance Tasks
Educational Leaders:

A. Facilitate the development of a vision for technology shared by all stakeholders and communicate it widely.
1. Identify key stakeholders for developing and implementing a technology vision.
2. Advocate and promote the relationship between technology and curriculum/instruction.
3. Communicate the vision for technology integration to all stakeholders.

B. Develop, implement, and monitor a dynamic, long-range and systematic technology plan that supports the vision.
1. Implement a multi-year plan with an annual review process based on student learning.
2. Organize and develop staff around the implementation of the plan.
3. Implement a comprehensive staff development plan based on the annual review process.
4. Develop a financial plan with appropriate timelines based on the annual review process.
   a) Identify potential resources for additional revenues related to technology
   b) Reallocate resources to fund the technology plan

C. Maintain cohesion and momentum within the school community to reach the shared vision.
1. Make decisions consistent with the technology vision and district mission.
2. Make decisions consistent with the overall vision for technology and school/district improvement plans.
3. Share technology opportunities throughout the school community.

D. Model technology use that illustrates the vision for technology in schools.
1. Utilize technologies to disseminate information.
2. Take responsible risks that promote continuous innovation in technology for student learning.

E. Advocate for research-based best practices in all uses of technology.
1. Demonstrate the use of research and data to make decisions for implementing and maintaining technology integration.
2. Support technology purchases as evidenced by alignment with the district vision.
3. Analyze and react appropriately to technology issues, concepts, and proposals.
4. Develop a network of resources for technology decision-making.

F. Advocate, on the state and national levels, for policies, programs, and funding opportunities that support implementation of the district technology plan.

Standard II - Learning and Teaching

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Performance Indicators and Performance Tasks
Educational Leaders:

A. Identify, use, and evaluate appropriate technologies to enhance and support curriculum and instruction that lead to high levels of student achievement.
   1. Use technology to disaggregate and analyze data for decision-making to improve student learning.
   2. Promote the development of lesson design to integrate technology that enhances student learning.
   3. Plan, develop, and implement a system of gathering data for feedback on teacher/student performance through appropriate technologies.
   4. Demonstrate use of technology to evaluate teachers' use of technology.

B. Facilitate and support collaborative, technology-enriched learning environments that are conducive to innovation.
   1. Develop a structured assessment process for the timely review and updating of technology as it relates to curriculum and instruction.
   2. Develop online opportunities that create flexibility in learning.
   3. Facilitate the development and implementation of appropriate uses of distance learning and related technologies.

C. Provide for the use of technology to meet the diverse needs of all learners in a student-centered learning environment.
   1. Plan, budget, and purchase technology resources to be used by all teachers and students
   2. Advocate for the use of technology by all students and staff.
   3. Utilize a system of data management that facilitates communication within the school community.
   4. Use technology to extend learning beyond the classroom walls.

D. Facilitate the use of technologies to guide and support instructional methods that promote higher-level thinking, decision-making, and problem-solving skills.
   1. Advocate for the use of technology as a tool to enhance learning through a variety of teaching models such as inquiry-based and problem-based learning that promote a student-centered environment.
   2. Evaluate classroom and teacher uses of technology based on principles of student-centered and problem-solving models.

E. Identify and provide quality professional development opportunities for learning and teaching with technology.
   1. Provide teacher training that supports student technology standards.
   2. Evaluate educators in the use of technology.
   3. Assess the effectiveness of the professional development plan.

Standard III - Productivity and Professional Practice

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

Performance Indicators and Performance Tasks
Educational Leaders:

A. Use technology when facilitating change for organizational improvement.
1. Create and support opportunities for others to use technology that improves organizational efficiency.
2. Implement various technologies such as multimedia, hypermedia, and telecommunications to enhance educational opportunities.
3. Use technology to maintain and share an archive of useful research, information, and sources that relate to educational improvement.

B. Model the routine, intentional, and effective use of technology.
1. Use productivity tools to enhance professional tasks such as: correspondence, assessment, presentations, problem solving, data collection, information management, communication, and decision-making.
2. Select and implement the appropriate hardware, software and peripherals for administrative tasks.

C. Use technology resources to engage in sustained, job-related professional development.
1. Utilize resources such as Educational Service Units, Nebraska Department of Education, Internet, professional organizations, conferences, and journals to remain current in educational technologies.
2. Stretch beyond their personal technology comfort zone continually to create new learnings and support the risk-taking by others in the organization.
3. Initiate and support professional development processes that produce effective uses of technology in teaching and learning.
4. Use technology to remain current on educational issues and practice at the local, regional, state, national, and global levels.

D. Employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
1. Access local technology systems to communicate information such as meeting agendas, group tasks, or useful collaborative information.
2. Use technology to enhance school/home/community communications.
3. Use various technologies to create opportunities for collaboration in educational and operational tasks.

E. Maintain awareness of emerging technologies and their potential uses in education.
1. Participate in local, state, and regional activities focusing on technology in education.
2. Investigate professional research and best practices related to technology in education.
3. Collaborate with organizations emphasizing technology in education.
4. Support and encourage opportunities for staff and students to participate in activities relating to emerging technologies.

Standard IV - Support, Management, and Operations

Educational leaders provide direction to integrate technology tools into productive learning and administrative systems.

Performance Indicators and Performance Tasks
Educational leaders:

A. Develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
    1. Maintain a technology specification statement that describes hardware, software, support, and training.
    2. Collect and analyze data annually on development and implementation of the technology/school improvement plan.

B. Allocate financial and human resources to ensure implementation of the technology plan.
    1. Develop job descriptions of technology personnel.
    2. Identify and include technology expectations in district job descriptions.
    3. Record and review budget information that reflects expenditures used to implement the technology plan.

C. Integrate strategic plans, technology plans, school improvement plans, and policies to align efforts and leverage resources.
    1. Ensure that the scope and sequence of each curriculum area reflects the integration of strategic and technology plans.
    2. Conduct annual evaluation of technology use in classrooms that reflects implementation and integration of the use of technology.

D. Design policies and procedures to drive continuous system improvements and to support technology replacement cycles.
    1. Review annually the policies and procedures that define the system improvement and technology replacement cycles.
    2. Assess the established guidelines for alignment with accepted curriculum standards and best practices.

E. Support infrastructure for coordination of district-wide technology programs.
    1. Create and communicate a technology organizational chart.
    2. Facilitate communication among district stakeholders.
    3. Enable collaboration and coordination of policies and guidelines.

Standard V - Assessment and Evaluation

Educational leaders use technology to facilitate a comprehensive system of effective assessment and evaluation.

Performance Indicators and Performance Tasks
Educational Leaders:

A. Assess staff knowledge, skills, and performance in using technology, and use results to facilitate quality professional development and personnel decisions.
    1. Utilize technologies as a component of the teacher appraisal system.
    2. Collect and use data to guide staff development programs.
    3. Assess technology skills in employment decisions.

B. Use technology to assess and evaluate managerial and operational systems.
    1. Monitor and improve facility operations.
    2. Manage budgetary and fiscal processes.
    3. Organize and implement student information management systems.

C. Use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
    1. Evaluate current practices in technology implementation.
    2. Identify and communicate best practices to support technology implementation.
    3. Maintain knowledge of cutting edge hardware, software, and networking systems through vendor contacts, publications, and other sources.
    4. Review annually the degree to which the district mission and goals have been accomplished.

D. Use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
    1. Utilize technologies to support school improvement efforts.
    2. Use data to guide decision-making.
    3. Analyze the impact of technology on instructional practice and student learning.

Standard VI - Social, Legal, and Ethical Issues

Educational leaders understand the social, legal, and ethical issues related to technology and apply that understanding in practice.

Performance Indicators and Performance Tasks
Educational Leaders:

A. Ensure equity of access to technology resources for all learners.
   1. Plan and provide adequate funding for equitable implementation of the technology plan, which emphasizes access for all learners.
   2. Provide accessibility to necessary technologies beyond school hours and school facilities.
   3. Provide all employees equitable opportunities to develop vision, knowledge, awareness, and skills for uses of technology.

B. Identify, communicate, and model social, legal, and ethical practices related to technology use.
   1. Understand and uphold current intellectual property and copyright laws, rights, and responsibilities.
   2. Develop, communicate, and enforce district policies that identify ethical practices related to all technology uses.
   3. Identify resources that provide guidance and awareness of changes in social, ethical, and legal issues facing education.
   4. Select technology resources and print materials that reflect a diverse world.
   5. Develop programs to educate employees, students, and parents concerning ethical use of technology and media.

C. Promote and enforce district policies for security and online safety related to the use of technology.
   1. Develop, communicate, and enforce policies that identify safe online practices.
   2. Develop educational programs for students, staff, and parents within the school community regarding continually changing technology issues.

D. Promote and enforce district policies for environmentally safe and healthy practices in the use of technology.
   1. Develop and implement district policies relative to ergonomics, facilities, equipment, and proper disposal methods.
   2. Manage all technology personnel and facilities using industry-researched principles of technology implementation.